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ABSTRACT

Career Awareness Resources for Exceptional Students (Project CARES) is an Elementary and Secondary Education Act Title VII-funded project in its fourth year in 1993-94. The project served 65 Spanish-speaking students (ages 14-21) of limited English proficiency in two schools in the Bronx, New York. Participating students received instruction in English as a Second Language; native language arts; and the content areas of mathematics, science, and social studies. The project stressed career awareness and computer literacy, emphasizing the attainment of independent life skills. Staff development workshops were offered, focusing on multicultural education, computer-assisted instruction, interpersonal relationships, classroom management, and infusion of career education. The project also sponsored a variety of parental involvement activities. Project CARES met its objectives for native language arts, mathematics, science, social studies, career education, computer skills, occupational awareness, career conferences, self-esteem, dropout prevention, attendance, cognitive maps, staff development, and curriculum development. Recommendations for program improvement are offered. Appendices include lists of instructional materials, schedules of instruction, and questionnaires. (JDD)

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OER Report

Career Awareness Resources for Exceptional Students (Project CARES)
Transitional Bilingual Education Grant T003A0155
FINAL EVALUATION REPORT
1993-94

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Career Awareness Resources for Exceptional Students
(Project CARES)
Transitional Bilingual Education Grant T003A0155
FINAL EVALUATION REPORT
1993-94

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EXECUTIVE SUMMARY

Career Awareness Resources for Exceptional Students (Project CARES) was an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project in its fourth year in 1993-94. Project CARES functioned in two schools, P.S. 12 and P.S. 754, in the Bronx. The project served 65 students in Specialized Instructional Environment (SIE) IV, V, and VII who were of limited English proficiency (LEP). In the previous year, the project had served 60 students.

Participating students received instruction in English as a second language (E.S.L.); native language arts (N.L.A.); and the content areas of mathematics, science, and social studies. The project stressed career awareness and computer literacy, emphasizing the attainment of independent life skills.

Teachers of participating students had the opportunity to attend monthly staff development meetings. Staff development workshops focused on such topics as multicultural education, integration of computer-assisted instruction (C.A.I.) within the curriculum, interpersonal relationships, classroom management, infusion of career education, and computer use for teachers and staff.

The project sponsored a variety of parental involvement activities, including workshops and conferences. Parents were invited to Open School Days/Evenings, as well as to special school events.

Project CARES met its objectives for N.L.A.; the content areas of mathematics, science, social studies, career education, and computer skills; occupational awareness; career conferences; self-esteem; dropout prevention; attendance; cognitive maps; staff development; and curriculum development. The Office of Educational Research (OER) could not evaluate the objective for E.S.L. because the project did not provide the necessary data.

The conclusions, based on the findings of this evaluation, lead to the following recommendation(s):

- Seek permission to evaluate growth in English language proficiency in a way that is reasonable for the population being evaluated. This can be done using a checklist, a criterion referenced instrument, or an alternative method of evaluation such as students' portfolios.

- A greater effort should be made to submit accurate, complete, and timely information so that the project can be evaluated completely and in a timely fashion.

- Explore ways to increase the communication between the school sites and C.S.D. 75/Citywide programs.

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I. INTRODUCTION

In 1993-94, Career Awareness Resources for Exceptional Students (Project CARES) was in its fourth year of funding as an Elementary and Secondary Education Act (E.S.E.A.) Title VII project.

PROJECT CONTEXT

Project CARES operated at P.S. 12 and P.S. 754 in the Bronx. The population of the community surrounding P.S. 12 was approximately 60 percent European-American, 25 percent Latino, and 15 percent African-American. The socioeconomic level of the community ranged from middle- to upper middle-income. Community School District (C.S.D.) 75 was designed to provide special education services and programs to students throughout the city. Because students in C.S.D. 75 are not likely to attend neighborhood schools, the student population at P.S. 12 for the year under review was different from that of the surrounding community. Of the 370 students registered at P.S. 12, 53.2 percent were African-American, 43.0 percent were Latino, and 3.8 percent were European-American. Fourteen percent (53) of these students were of limited English proficiency (LEP).

The population of the community surrounding P.S. 754 was approximately 50 percent Latino, 45 percent African-American, and 5 percent European-American. The socioeconomic level of the community ranged from low- to middle-income. The student population at P.S. 754 for the year under review was similar. Of the 412 students who registered at P.S. 754, 56.5 percent were Latino, 41.5 percent were African-American, 1.5 percent were European-American, and 0.5 percent were Asian-

American. Twenty-two percent (92) of these students were of limited English proficiency (LEP). All students came from low-income families.

Attractive teacher-prepared and student-prepared displays were prominent at both sites. Computers were available and appeared to be used efficiently by the students.

STUDENT CHARACTERISTICS

Project CARES served Spanish-speaking LEP students in Specialized Instructional Environment (SIE) IV, V, and VII as specified on the students' Individualized Education Program (I.E.P.). (See Table 1.) Placement in SIE classes had to be recommended by the School-Based Support Team (S.B.S.T.) and the Committee on Special Education (C.S.E.). Overall, SIEs were geared toward bringing students to as near age- and grade-appropriate levels as possible, increasing independent functioning, and returning students to less restrictive settings. SIEs provided integrated activities, including mainstreaming and programming with non-disabled peers, that were consistent with the I.E.P.

The project served a total of 65 students; male students numbered 43 (66 percent) and female 22 (34 percent). Spanish was the native language for all students. A majority of the participants (46 percent) were born in Puerto Rico. For countries of origin, please see Table 2. All of the participants came from low-income families and were eligible for the free-lunch program.

TABLE 1

Number of Students in Project CARES,
by Site and Program Service Category

Site	SIE IV	SIE V	SIE VII	Total
P.S. 12	--	--	13	13
P.S. 754	34	11	7	52
Total	34	11	20	65

TABLE 2

Students' Countries of Origin

Country	Number of Students
Puerto Rico	30
Dominican Republic	28
United States	7
Total	65

Needs Assessment

Before instituting the project, C.S.D. 75 conducted an exhaustive needs assessment of the targeted students and their families as well as of the educational staff who were to serve them.

All project students went through the C.S.D. 75/Citywide services program placement office in conjunction with their respective district C.S.E.s. Students had bilingual special education needs specified on their I.E.P. Placement was determined by the

results of an interdisciplinary team diagnostic evaluation and C.S.E. recommendation.

LAB scores at or below the 40th percentile determined LEP status.

PROJECT OBJECTIVES

Student Objectives

- Students will make a statistically significant gain of 5 Normal Curve Equivalents (N.C.E.s) in English language achievement.
- Students will show significant gains in native language arts reading achievement (Spanish).
- At least 75 percent of the students enrolled in content area classes (science, mathematics, social studies, career education, computer skills) will score at or above the 65 percent passing criterion.
- As a result of participating in the career awareness/exploration class, 80 percent of the enrolled students will show a significant improvement in occupational aspiration.
- The program will organize at least three career conferences for students in which representatives of 12 major career clusters will present information on career options and entry requirements.
- As a result of participating in the program, 80 percent of the target students will show a statistically significant growth in self-esteem.
- Program students will have a significantly lower dropout rate than similar non-program students.
- As a result of participating in the program, project students' attendance will be significantly higher than that of mainstream students.
- The bilingual career/resource specialist will have developed a cognitive map for each participating student.

Staff Development

- Ninety percent of the project staff members attending teacher training conferences and workshops will show a statistically significant increase in knowledge relating to career infusion techniques and learning strategies.

Curriculum Development

- The career resource specialist will have developed four instructional units in each of the content areas utilizing learning strategy approaches and career infusion technologies.

PROJECT IMPLEMENTATION

During the 1993-94 school year, Project CARES provided instructional and support services to 65 Spanish-speaking LEP students. The project's main goals were to assist students in becoming proficient in English and meeting grade-promotion requirements. The instructional approach was to allow special education LEP students full access to the educational system through E.S.L. and bilingual instruction. Students were gradually introduced to varied opportunities in the job market, through on-site career workshops, and educationally enriching trips to companies and leading community businesses.

The language of instruction varied by subject area. The SIEs were not grade-specific. Mathematics and social studies courses were taught in Spanish. Science, humanities, and computer instruction were taught in English and Spanish in approximately equal proportions. Woodworking, automotive shop, career education, consumer education, and adapted physical education were taught in English with an E.S.L. methodology. A paraprofessional assisted in content area classes.

Project CARES offered parental involvement and in-service staff development activities. Monthly workshops focused on parents' understanding of learning disabilities and becoming a central part of their children's educational process.

Staff development workshops included such topics as multicultural education, integration of computer-assisted instruction (C.A.I.) within the curriculum, interpersonal relationships, classroom management, infusion of career education, and computer use for teachers and staff.

Materials, Methods, and Techniques

Teachers of participating students used a wide array of strategies, including cooperative learning, teacher-directed and individually paced techniques, and peer tutoring. Instructors used the language experience approach, based on students' personal experiences and backgrounds, for teaching E.S.L. and N.L.A. Hands-on experiential learning, as well as audio-visual and tactile techniques were used to reinforce material learned in the content area classes. All staff members practiced re-teaching to ensure long-term recall.

Computers supplemented classroom instruction. Students were given highly individualized instruction in computer use, and a large variety of software was available. Of particular note was *The Jostens Learning Corporation Reading Curriculum*, which all students used. This curriculum was an individualized, self-paced course of instruction designed to ease learners along from the "surface level" of reading to the "deeper levels" of critical understanding. The curriculum provided a

balance of strategy and application lessons that enabled students to develop proficiency in comprehension, vocabulary, word analysis, and study skills.

At P.S. 754, a resource room was open to students and teachers and contained books, educational games, art supplies, and other instructional materials. The students and staff of P.S. 754 published a magazine entitled *Kaleidoscope*, which contained articles on the project's auto shop, tile and carpet shop, and activities in small crafts.

The project incorporated a strong multicultural component into the curriculum in order to foster knowledge of and appreciation for the different cultures represented by participants.

For a list of instructional materials used by project students, please see Appendix A.

Capacity Building

When Title VII-funding ends after 1994-95, C.S.D. 75 will assume all costs of programming.

Staff Qualifications

Title VII staff. There were no Title VII staff.

Other staff. Tax-levy funds paid the salaries of the project director, project coordinator, resource teacher, 22 classroom teachers, two social workers, and nine paraprofessionals who provided services to project students. Except for the 11 teachers who were pending certification, all teachers were certified in the subject area they

taught. For a description of degrees, certifications, and language competencies (teaching and communicative proficiency*), see Table 3.

TABLE 3

Qualifications of Staff Serving Project Students

Position Title	Degree	Certificate(s)/Licenses	Language Competence
Project Director	M.A.	N.A.	Spanish N.S., TP
Project Coordinator	M.A.	Teacher Bilingual, Common Branches	Spanish N.S., TP French, Haitian, & Portuguese TP
Resource Teacher	M.A.	Bilingual Special Ed.	Spanish N.S., TP
22 Teachers 2 Social Workers	6 M.A. 8 M.S. 5 B.A. 5 B.S.	6 Bilingual Special Ed. 4 Special Education 1 Industrial Arts 1 Social Work 1 Physical Education 11 Pending	11 Spanish TP 13 Spanish CP
9 Paraprofessionals	9 H.S.	N.A.	N.A.

The project director's responsibilities included planning, designing, and implementing effective bilingual special education programs; supervising and coordinating activities; selecting and training staff; and providing evaluation data. The director had more than 15 years' experience teaching LEP students.

*Teaching proficiency (TP) is defined as the ability to use LEP students' native language in teaching language arts or other academic subjects. Communicative proficiency (CP) is defined as a non-native speaker's basic ability to communicate and interact with students in their native language. NS= Native Speaker

The project coordinator's responsibilities included planning activities for students and staff, conducting staff development activities, disseminating information about training and staff development, interacting with district trainers, and working with school administrators at both sites.

The resource teacher's responsibilities were to facilitate teacher training, make recommendations on materials to be purchased, and organize trips and cultural activities.

Staff Development

Teachers and staff took part in a regular series of activities sponsored by C.S.D. 75. Workshops focused on multicultural education, integration of C.A.I., interpersonal relationships, classroom management, career education, and computer use for teachers. The project purchased six new computers and a number of software packages for the bilingual teaching staff.

Instructional Time Spent on Particular Tasks

See Appendix B for examples of class schedules.

Length of Time Participants Received Instruction

Students had a mean of 4.03 years (s.d.=1.77) of education in a non-English-speaking school system and a mean of 2.93 years (s.d.=2.89) of education in the United States. The median time students participated in Project CARES was 10 months.

Activities to Improve Pre-referral Evaluation Procedures for Exceptional Children

All participants had been judged to be in need of special education services by the S.B.S.T. and the C.S.E.

Instructional Services for Students with Special Needs

Project CARES served students in SIE IV, V, and VII. SIE IV (career education) is designed for students with disabling conditions, ages 14.9 to 21, who require instructional services in a specialized environment in order to prepare for competitive employment. The specialized environment provides a highly intensive management system that emphasizes an integrated instructional approach to career education. This service category emphasizes three learning areas: (a) career skill development for entry-level competitive employment in a variety of work settings; (b) academic skill development for achieving functional literacy; and (c) social skill development needed for independence consistent with the needs of the competitive employment sector.

SIE V (occupational education skills) is designed for students with disabling conditions, ages 14.9 to 21, who require special education instructional services in a specialized environment in order to prepare for supported employment. The specialized environment provides a highly intensive management system that operates in the school, at work sites, and through activities in the community. This service category emphasizes four learning areas: (a) occupational skill development in preparation for supported employment and non-competitive employment in agency-sponsored settings; (b) social skill development in terms of social competencies needed for independence and positive interactions in the environment; (c) functional academic skill development; and (d) independent living skills.

SIE VII (intensive social and emotional needs) is designed for students with severe emotional disturbances, ages 14.9 to 21, who require special education

instructional services in a specialized instructional environment. The specialized environment provides a highly intensive therapeutic environment which integrates instructional and support services within the school and the community. The program emphasizes the development of: (a) skills in developing self-control and improving interactions with others; (b) behaviors needed for school adjustment and post-school adjustment; (c) academic competencies to meet grade-promotion standards; and (d) career/occupational skills.

PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

The project sponsored a variety of parental involvement activities including workshops and counseling services. Parents were invited to Open School Day/Evening, career conferences, and to special school events. Five parents participated in the Bilingual Parents Leadership Institute. The aim of the conference was to discuss various methods of enhancing services to LEP students currently being served by Project CARES.

II. EVALUATION METHODOLOGY

EVALUATION DESIGN

Project Group's Educational Progress as Compared to That of an Appropriate Non-Project Group

Since participants in Project CARES received no standardized tests, it was not possible to compare the effect of language instruction on project students' performance on standardized tests. OER was therefore unable to compare project students' performance with the performance of the group on which a particular test was normed.

Applicability of Conclusions to All Persons Served by Project

Data were collected from all participating students. Instruments used to measure educational progress were appropriate for the students involved.

INSTRUMENTS OF MEASUREMENT

OER was unable to compare pre- and posttest scores on the LAB to assess the E.S.L. objective, or on El Examen de Lectura en Español (ELE) to evaluate the N.L.A. objective. It used final course grades in Spanish N.L.A. to measure growth in native language proficiency and final grades in mathematics, science, social studies, career education, and computer skills to assess gains in those areas.

To assess the growth in occupational aspirations, OER developed and interpreted the results on a Likert-type questionnaire which project personnel administered to all participating students. (See Appendix C.)

To assess the growth of self esteem, OER used results obtained with a teacher-developed pre- and posttest on self-esteem which project personnel administered to all participants. (See Appendix C.)

To assess the staff development objective, OER used the results of a project-developed questionnaire asking teachers whether they had increased their knowledge relating to career infusion techniques and learning strategies as a result of staff development activities. (See Appendix C.)

DATA COLLECTION AND ANALYSIS

Data Collection

To gather qualitative data, an OER evaluation consultant carried out on-site and telephone interviews with the project director several times during the school year and also observed two classes on each of two visits. The project evaluator collected the data and prepared the interim evaluation report in accordance with the New York State E.S.E.A. Title VII Bilingual Education Final Evaluation Report format, which was adapted from a checklist developed by the staff of the Evaluation Assistance Center (EAC) East in consultation with the Office of Bilingual Education and Minority Language Affairs (OBEMLA).

Proper Administration of Instruments

Qualified personnel administered the questionnaires and Likert scales. Since participating students took no standardized tests, there were no time limits or prescribed directions to be followed.

Testing at Twelve-Month Intervals

No standardized tests were given.

Data Analysis

Accurate scoring and transcription of results. Data provided by the project were analyzed in the Bilingual, Multicultural, and Early Childhood Evaluation Unit of OER. Data collectors, processors, and analysts were unbiased and had no vested interest in the success of the project.

Use of analyses and reporting procedures appropriate for obtained data. OER examined the growth of occupational aspirations by computing the percentage of students showing gains on the Likert scales designed to measure this. To assess the growth in self-image, OER looked at the percentage of students showing a gain in self-image from pretest to posttest on the instrument developed for this purpose.

III. FINDINGS

PARTICIPANTS' EDUCATIONAL PROGRESS

Project CARES carried out all instructional activities specified in its original design.

Participants' Progress in English

Throughout the school year, students had ample opportunity to develop their English language skills.

An OER consultant observed a SIE IV, E.S.L. class at P.S. 754. The classroom contained posters, maps, and bulletin board displays in English and Spanish. In addition, each student had a large envelope with his/her name on it, stapled to a bulletin board for their papers and class work. Five students participated in a teacher-directed and individually paced lesson. Communication was in English and Spanish. The lesson centered on a short story entitled, *In The Library*. Throughout the lesson, the teacher read a paragraph or two aloud in English and asked questions to ensure comprehension. At the end of the story, students were given a worksheet with ten questions about the story which they were to answer in complete sentences. During this segment of the class, the teacher and paraprofessional provided individual assistance to students. When most of the students completed their in-class assignment, the teacher read the questions and called on students to read their answers. Students had an opportunity to practice reading and their English pronunciation. Praise and encouragement were given for correct answers.

The evaluation objective for English as a second language was:

- Students will make a statistically significant gain of 5 Normal Curve Equivalents (N.C.E.s) in English language achievement.

Matching pre- and posttest scores were not available for any of the project students; therefore, OER could not evaluate this objective. Last year, OER was unable to evaluate the objective for E.S.L. due to lack of data.

Participants' Progress in Native Language Arts

The evaluation objective for N.L.A. was:

- Students will show significant gains in native language arts reading achievement (Spanish).

OER used final grades to evaluate to achievement of students in N.L.A. (See Table 4.) In all SIE program service categories, 100 percent of the students received passing grades. El Examen de Lectura in Español (ELE) is the standardized test used to measure gains in Spanish reading skills. However, because the students in the SIE program service categories are frequently exempt from taking such tests, the ELE was not administered and final course grades were used.

Project CARES met its N.L.A. objective, as it had in the year previous to the one under review.

TABLE 4

Passing Grades in Native Language Arts, by Site

Site	Number of students for whom data were reported	Percent Passing
P.S. 12	11	100
P.S. 754	52	100
Total	63	100

LEP Participants' Academic Achievement

Content area classes were taught in Spanish and English. Teachers of participating students used a wide array of strategies and techniques, such as total physical response; natural, functional, content-based, and language experience approaches; and C.A.I.

An OER consultant observed a social studies class of six students at P.S. 12. The classroom was bright and spacious. Displayed on walls were magazine photographs, maps, posters of famous Americans, and students' work. The teacher presented the lesson in English and Spanish, and students communicated in both languages. The first part of the lesson centered around the question, "How have past events affected our present conditions or future?" The teacher asked each student to share with the rest of the class what events in their recent past has led them to a special education school. Students recounted their personal experiences in English and Spanish.

The second part of the lesson centered on a discussion of Cuba. The aim of the lesson was "How did political change in Cuba result in new immigration to the United States?" Using the text *Hispanics in U.S. History*, students read a paragraph or two at a time. The teacher corrected pronunciation, when necessary, and asked questions to ensure comprehension. The paraprofessional used a large world map to indicate where Cuba is in relationship to the United States. Some students were involved and participated in the lesson, while other students appeared to have shorter attention spans. The teacher tried different strategies to encourage these students to

focus on the lesson. Re-teaching was a primary instructional method used throughout the school year. The teacher mentioned that for current events, *Scholastic News* was used on a weekly basis to present timely information.

An OER consultant also observed two mathematics classes, one at each site. At P.S. 12, a SIE VII class of six students participated in a lesson on order and sequence in multiplication and division. At the beginning of the class, each student was given 100 pennies. The teacher instructed students to count out 40 pennies and take 8 equal parts. The teacher then posed the question: "How many equal parts do you have in each group?" The interaction patterns between teacher and students were teacher-directed and individually paced. The instructional methods used by the teacher included cognitive, communicative, content-based, and natural approaches. The class proceeded with more examples of multiplication and division problems. Three students were asked to come to the board and solve problems. The teacher reviewed vocabulary words used in division such as divisor, quotient, and dividend in English and Spanish. Three students were involved with the lesson, one student worked quietly at his desk (but did not participate in class), one student was assisted by a paraprofessional, and one student was uninvolved and found it difficult to focus on his assignment. Students were given a series of division problems to do as homework. The teacher encouraged students to use pennies and/or dried beans at home in doing their homework.

At P.S. 754, a SIE IV class of seven students participated in a lesson on reading big dollar amounts. The teacher placed several problems on the blackboard.

Big dollar amounts were written and spelled out in English on the board. The teacher reviewed several problems before handing out a worksheet to students. Students were given time to work at their own pace. A paraprofessional and teacher assisted students as they worked at their desks. The teacher then asked for volunteers to write the solutions to the problems on the board. For example, the teacher wrote: Nine hundred, twenty-two thousand, three hundred, and forty five dollars, and a student came to the board and wrote: $922,345.00. Teacher-student communication was in English and Spanish. The teacher's enthusiasm throughout the class facilitated student involvement and participation. The class ended with the teacher passing out a homework sheet of subtraction problems.

The content area objective was:

- At least 75 percent of the students enrolled in content area classes (science, mathematics, social studies, career education, computer skills) will score at or above the passing criterion of 65.

OER used final grades to evaluate students' achievement in all content area subjects. (See Table 5.) In place of the standard numeric and/or alphabetic grading system, students in SIEs receive a pass or re-teach grade for all subject areas. All students, except the two at P.S. 12 for whom there were no data, received passing grades.

Project CARES met its objective for the content area subjects, as it had done last year.

FORMER PARTICIPANTS' ACADEMIC PROGRESS IN ENGLISH LANGUAGE CLASSROOMS

No students were mainstreamed at the end of the school year.

TABLE 5

Passing Grades in Content Area Courses, by Subject and Site

Site	Subject	Number of students for whom data were reported	Percent Passing
P.S. 12	Mathematics	11	100
	Science	11	100
	Social Studies	11	100
	Career Education	11	100
	Computer Skills	11	100
P.S. 754	Mathematics	52	100
	Science	52	100
	Social Studies	52	100
	Career Education	52	100
	Computer Skills	52	100

OVERALL EDUCATIONAL PROGRESS ACHIEVED THROUGH PROJECT

Mainsteaming

The project did not proposed any specific objectives for mainstreaming. No students were mainstreamed at the end of the academic year. In the year previous to the one under review, no students were mainstreamed.

Occupational Aspirations

The project proposed one objective for occupational aspirations:

- As a result of participating in the career awareness/exploration class, 80 percent of the enrolled students will show a significant improvement in occupational aspiration.

A student survey assessed the occupational aspirations of participants. A three part questionnaire developed by OER in both English and Spanish indicated that all 65 students showed an increased awareness of occupational aspirations.

Project CARES met its objective for occupational aspirations, as it had in the previous year.

Career Development

The project proposed one career development objective:

- The program will organize at least three career conferences for students in which representatives of 12 major career clusters will present information on career options and entry requirements.

The project director reported that students of SIE V went to sheltered workshops where they had the opportunity to see firsthand the types of jobs that they could do and the productive lives they could lead after leaving school at the age of 21. The project director reported that students and their parents had been impressed with the resources available through the Office of Vocational Rehabilitation.

At the Bronx School for Career Development (P.S. 754), participating students visited various community bodegas to acquaint themselves with the activities involved in running a small community store. A bilingual SIE IV class, under the instruction and supervision of their teacher, opened a community bodega-school store. The

sales clerks, inventory clerks, and all store personnel were students in Project CARES. The store was open to all students, parents, and staff who were invited to visit, browse, and purchase at the store. In addition, in the spring, the project sponsored its First Annual Career Day program at P.S. 754.

The project met its career development objective, as it had in the year previous to the one under review.

Self-Esteem

Project CARES proposed the following objective for growth in self-esteem:

- As a result of participating in the program, 80 percent of the target students will show a statistically significant growth in self esteem.

The project director reported that the Piers Harris Self-Concept Test specified in the original proposal was not used, as standardized tests were not always applicable to the targeted students. The bilingual guidance counselor and the bilingual school psychologist worked with school staff to prepare the self-esteem questionnaire that was used to measure this objective. (See Appendix C.) Students received this instrument at the beginning and the end of the school year. Throughout the school year, students' negative or positive growth was monitored by teacher observation. Pre- and posttest responses were discussed and evaluated at a group conference attended by staff members. The project coordinator reported that in the opinion of the staff, all students demonstrated a gain in self-esteem.

The project met its objective for students' growth in self-esteem, as it had in the previous year.

Grade Retention

Project CARES did not propose any objective for grade retention. No students were retained in grade during the course of the year. This finding is consistent with the previous year's finding.

Dropout Prevention

Project CARES proposed the following dropout prevention objective:

- Program students will have a significantly lower dropout rate than similar non-program students.

One (1.6 percent) project student dropped out of school during the course of the year. The schoolwide dropout rate was 2.4 percent at P.S. 12 and 4.1 percent at P.S. 754.

Project CARES met its objective for dropout prevention, as it had in the previous year.

Attendance

The project had one attendance objective:

- As a result of participating in the program, project students' attendance will be significantly higher than that of mainstream students.

The attendance rate for project students at P.S. 12 was 90 percent and the schoolwide attendance rate was 82 percent. The attendance rate for project students at P.S. 754 was 92 percent and the schoolwide attendance rate was 77 percent.

The project met its attendance objective. In the year previous to the one under review, project CARES did not propose an objective for attendance.

Cognitive Maps

Project CARES proposed the following objective:

- The bilingual career/resource specialist will have developed a cognitive map for each participating student.

The project director reported that an I.E.P. containing a cognitive map was prepared for each student.

The project met its objective for cognitive maps, as it had in the previous year.

CASE HISTORY

Vincent (a pseudonym) was born in the Dominican Republic. At the age of 18, he was initially placed in a bilingual tenth grade program of study at James Monroe High School. He had difficulty adjusting to the many cultural changes and the language differences. His monolingual English peers could not communicate with him. As a result, he became increasingly withdrawn, uncooperative, and alienated. He refused to speak in English, and after a while, became very selective with whom he spoke in Spanish. Vincent's teachers soon found it very difficult to work with him in any subject, including gym. He was referred to the S.B.S.T. for evaluation and was found to be in need of a more restrictive environment with an emphasis on vocational/occupational training.

Vincent was transferred to P.S. 754 during the 1993-94 school year and placed in Project CARES. The teachers and paraprofessionals that have worked with him have noticed many changes in his overall performance. Although he still hesitates to speak in English unless he is among friends, he can understand some English. Whenever he finds an opportunity, Vincent uses the computer. This tool has helped

him in many ways. The consensus of his teachers and other staff members is that his progress warrants re-evaluation to determine whether or not he should be considered for mainstreaming. Vincent's parents have voiced their contentment with the improvement they have noticed in their child.

STAFF DEVELOPMENT OUTCOMES

The project proposed one staff development objective:

- Ninety percent of the project staff members attending teacher training conferences and workshops will show a statistically significant increase in knowledge relating to career infusion techniques and learning strategies.

Eleven teachers and staff members responded to a project-developed questionnaire. All indicated an increase in knowledge relating to career infusion techniques and learning strategies as a result of staff development.

The project met its objective for staff development, as it had in the previous year.

CURRICULUM DEVELOPMENT OUTCOMES

Project CARES proposed the following objective for curriculum development:

- The career resource specialist will have developed four instructional units in each of the content areas utilizing learning strategy approaches and career infusion technologies.

The project coordinator reported that project staff developed four instructional units. The units included one in native language arts, one in science, and two in career education.

The project met its objective for curriculum development, as it had in the previous year.

PARENTAL INVOLVEMENT OUTCOMES

Project CARES sponsored a variety of activities which were designed to motivate parents to participate in the education of their children. Parents received invitations to school activities, career conferences, and to special school events. Five parents participated in the Bilingual Parents Leadership Institute. The aim of the conference was to discuss various methods of enhancing services to LEP students currently being served by Project CARES.

No objective was proposed for parental involvement, as was the case in the year previous to the one under review.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

ACHIEVEMENT OF OBJECTIVES

Project CARES met its objectives for N.L.A.; the content area subjects of mathematics, science, social studies, career education, and computer skills; occupational awareness; career conferences; self-esteem; dropout prevention; attendance; cognitive maps; staff development; and curriculum development. OER could not evaluate the objective for E.S.L. because the project was unable to provide the necessary data.

Participating students in Project CARES showed academic progress. The students showed gains in Spanish language proficiency and in all content area subjects. Staff prepared an I.E.P. containing cognitive maps for each student, to chart a customized course of action.

Project services not only benefited the students academically but also increased their awareness of the importance of career education. Career conferences were organized for students and their parents. All students showed an increased awareness of occupational aspirations and all students demonstrated gains in self-esteem. Only one project student dropped out during the course of the year. The attendance rate was higher than the schoolwide rate at P.S. 12 and P.S. 754.

Project staff and teachers attended workshops designed to increase their knowledge of bilingual special education programs. One hundred percent of the staff indicated an increase in knowledge relating to career infusion techniques and learning

strategies as a result of staff development. Project staff developed four instructional units utilizing learning strategy approaches and career infusion techniques.

MOST AND LEAST EFFECTIVE COMPONENTS

A highly effective component of Project CARES was an innovative program of instruction that included C.A.I. in both English and Spanish. The project offered students a unique opportunity to engage in interactive learning that involved the integration of tactile, visual, and auditory learning modalities. The instructional environment encouraged students to believe in themselves and their ability to achieve academically and socially. Quantitative data, reports of the evaluation consultant, and feedback from those administering the program attested to the strength shown in these areas.

The least effective components of the project were the lack of a standardized method to evaluate the E.S.L. objective and the unwillingness on the part of the project to provide accurate, complete, and timely information for the evaluation. OER made many attempts to question discrepancies and verify the information received. The project coordinator was aware of these problems and will take necessary steps to improve this critical aspect of the project for the 1994-95 academic year. In addition, the principal at P.S. 12 indicated that support services had greatly diminished in this past year, and communication between C.S.D. 75 and P.S. 12 needed improvement.

RECOMMENDATIONS TO ENHANCE PROJECT EFFECTIVENESS

- Seek permission to evaluate growth in English language proficiency in a way that is reasonable for the population being evaluated. This can be done using a checklist, a criterion referenced instrument, or an alternative method of evaluation such as students' portfolios.

- A greater effort should be made to submit accurate, complete, and timely information so that the project can be evaluated completely and in a timely fashion.

- Explore ways to increase the communication between the school sites and C.S.D. 75/Citywide programs.

APPENDIX A

Instructional Materials

E.S.L.

Title	Author	Publisher	Date of Publication
Living in English	Royce and Zook	National Textbook Co.	1992
The New Oxford Picture Dictionary, English/Spanish	E.C. Parnwell	Oxford University Press	1989
Students' Webster Dictionary	National Textbook Co. Editorial Staff	National Textbook Co.	1989
Jostens Computer Reading Program	Jostens Editorial Staff	Jostens Learning Corporation	1992
Hello English, I-VI	Zaffran and Koulick	National Textbook Co.	1991
Everyday English, I-III	Zaffran and Koulick	National Textbook Co.	1992
Everyday American English Dictionary	Spears, Llano, Kirkpatrick	National Textbook Co.	1992
More Plain English	DeGarcia and Slaughter	Addison-Wesley	1991
Read English, books 1-5	Royce and Zook	National Textbook Co.	1991
Speak English, books 1-5	Corley and Smallwood	National Textbook Co.	1991
Write English, books 1-5	Weitz and Gall	National Textbook Co.	1991
Dolch Classic Vocabulary Builders	Dolch, et al.	DLM	1992
Survival English through Converation	Mosteller	*	1994
Books for Reading Comprehension (series)	Ortiz, et al.	Children's Book Press	1992
New Horizons in English	Mellgreen and Walker	Addison-Wesley	1991
Bridge to Communication	Green, Plackston, and Walter	Santillana	1992
Functional Word Signs	Sheridan	DLM	1992
Survival Words & Expressions	Dolch	DLM	1992

*Information was not provided

APPENDIX A

Instructional Materials, cont'd.

N.L.A.

Title	Author	Publisher	Date of Publication
Diccionario Bilingue Illustrado	Editoral Staff	Voluntad Publishers	1990
Language Arts through Children's Literature	Zubizarreta	Children's Book Press	1992
Un Verano Misterioso	Kosnic	National Textbook Co.	1991
Ya Se Leer	Bishop	National Textbook Co.	1991
La Familia Villarreal	Krathy	Hampton-Brown	1991
Los Tres Perritos	Aymerich	Hampton-Brown	1991
Coleccion Mil Preguntas	Smith	Sigmar	1991
Relatos Latinoamericanos	Kennedy	National Textbook Co.	1991
El Carrusel	Daddazio	Modern Curriculum Press	1991
Libro de Lectura Tu Amigo, 1-3	Susaeta	Editores Rep. Dominicana	1991

Science

Title	Author	Publisher	Date of Publication
The Magnetic Way	*	Steck-Vaughn	1994
Let's Learn About Energy	Culvert	Indig Specialty	1991
Learning About Your Environment	Culvert	Indig Specialty	1991
Learning To Save Energy	Culvert	Indig Specialty	1991
Snakes and Other Reptiles	Walker	Durkins Hayes	1990
Life at the Seashore	Hunt	Durkins Hayes	1990

*Information was not provided

APPENDIX A

Instructional Materials, cont'd.

Mathematics

Title	Author	Publisher	Date of Publication
Real Numbers	Sutter	Contemporary Books	1991
Math For The Real World	Kimball	New Readers Press	1990
Invitación a las Matemáticas	CTA Education Staff	Creative Teaching Associates	1990
Master Your Money	Wilson	Janus Book Publishers	1991
Survival Math	DLM Education Staff	DLM	1991
Measuring UP	Taulbee	DLM	1991
Skill Sharpeners	DeFilippo and Skidmore	Addison-Wesley	1992
Jostens Computer Math Program	Jostens Learning Corp.	Josten Learning Corp.	1991

Social Studies

Title	Author	Publisher	Date of Publication
What To Do When You Are Home Alone	Culvert	Indig Specialty	1991
The Safest You Can Be	Culvert	Indig Specialty	1991
America's Story books 1 & 2	Bernstein	Steck-Vaughn	1991
America, Su Historia	Bernstein	Steck-Vaughn	1992
Haiti in Pictures	Library of Congress	Lerner Publications	1991
Ciencias Sociales, levels 3,4,& 5	D.D.L. Editors	D.D.L. Inc.	1992
Puerto Ricans, Cubans & Latin Americans	Chernow & Simonson	Continental Press	1991
Drug Awareness Activity	Culvert	Indig Specialty	1991
Geografia de Estados y Regiones	Kalfsounis	Silver Burdette & Ginn	1990
Community	Van Allen	DLM	1992

APPENDIX A

Instructional Materials, cont'd.

Career Education

Title	Author	Publisher	Date of Publication
Puedo ser Medico	Hankin	Children's Press	1991
Puedo ser Policia	Mathias	Children's Press	1991
Puedo ser Conductor de Camion	Behrens	Children's Press	1991
Puedo ser Maestra	Beckman	Children's Press	1991
Working in English, books I & II	Brems	Contemporary Books	1991
The World of Work	Doyle and Beam	DLM	1990
Consumer Skills for Teenagers	Yedlin	Quercus Corp.	1990
Insights- You're Hired	Echane-Yoon	Contemporary Books	1990
In Good Health	Ciane	Contemporary Books	1990
Life Skills	Dennis and Hooker	EDI	1991
Planning Your Work Future	Culvert	Indig Specialty	1991
Job Applications	McHugh	EMC Publishing	1990

Computer Education

Title	Author	Publisher	Date of Publication
WordPerfect 5.0	Quezal Computers	Quezal Computers	1991
Supersign Maker 5.0	Quezal Computers	Quezal Computers	1991
Computer Lab Pack #175010	Quezal Computers	Quezal Computers	1991

APPENDIX B

Class Schedules

Listed below are representative spring semester schedules for project students at P.S. 754X.

SIE IV

Period	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:45	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:49-9:30	N.L.A.	C.A.I.	N.L.A.	C.A.I.	N.L.A.
9:34-10:15	Math	Math	Math	Math	Math
10:19-11:00	Career Education	Career Education	Career Education	Career Education	Career Education
11:04-11:45	Com. Arts	Com. Arts	Com. Arts	Com. Arts	Com. Arts
11:49-12:29	Lunch	Lunch	Lunch	Lunch	Lunch
12:33-1:14	Auto Body Shop	Auto Body Shop	Auto Body Shop	Auto Body Shop	Auto Body Shop
1:18-1:59	Art	Art	Art	Art	Art
2:03-2:39	Gym	Gym	Health	Gym	Health

SIE V

Period	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:45	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:49-9:30	Math	Math	Com. Arts N.L.A.	Com. Arts N.L.A.	Math
9:34-10:15	Assembly Workshop	Assembly Workshop	Assembly Workshop	Assembly Workshop	Assembly Workshop
10:19-11:00	Music	C.A.I.	C.A.I.	C.A.I.	C.A.I.
11:04-11:45	Lunch	Lunch	Lunch	Lunch	Lunch
11:49-12:29	N.L.A.	Ceramics	N.L.A.	Ceramics	N.L.A.
12:33-1:14	Assembly Workshop	E.S.L.	E.S.L.	Assembly Workshop	E.S.L.
1:18-1:59	Gym	Gym	Science	Activities for Daily Living	Activities for Daily Living
2:03-2:39	Science	Science	Activities for Daily Living	Occupational Education	Occupational Education

APPENDIX B

Class Schedules

SIE VII

Period	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:45	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:49-9:30	Science	Science	Science	Science	Science
9:34-10:15	N.L.A.	C.A.I.	N.L.A.	Com. Arts	Com. Arts
10:19-11:00	Catering	Catering	Catering	Catering	Catering
11:04-11:45	Gym	Gym	Gym	Gym	Gym
11:49-12:29	Math	Math	N.L.A.	Math	Math
12:33-1:14	Lunch	Lunch	Lunch	Lunch	Lunch
1:18-1:59	Com. Arts	Com. Arts	Math	C.A.I.	Com. Arts
2:03-2:39	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies

Below is the spring semester daily schedule for all project students at P.S. 12X.

SIE VII

Period	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:45	Math	Math	Math	Math	E.S.L. Library Skills
9:45-10:30	Bilingual Shop	E.S.L.	Bilingual Shop	Bilingual Shop	Occupational Education
10:30-11:15	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
11:15-12:00	E.S.L.	Social Studies	E.S.L.	Social Studies	Science
12:00-12:45	Lunch	Lunch	Lunch	Lunch	Lunch
12:45-1:30	Social Studies	Science	Social Studies	Science	N.L.A.
1:30-2:15	N.L.A.	Occupational Education	Science	N.L.A.	N.L.A.
2:15-2:50	Computer Skills	Computer Skills	Computer Skills	Computer Skills	Computer Skills

APPENDIX C

Self Concept Questionnaire

ANSWER YES OR NO

1. I feel that my home would be a better place if my mom/dad lived with us.
2. Kids who have both parents living with them are better off.
3. Being Hispanic is just as good as being American.
4. Being Hispanic is better than being American.
5. Being American is better than being Hispanic.
6. I am happy because I know as much as the other students.
7. I am proud of my heritage.
8. I wish I were someone else. If yes, explain.
9. I accept the fact that we can't all be the same.

FILL IN THE BLANK

I am happy with my life because_____.

I am not happy with my life because_____.

APPENDIX C

STAFF DEVELOPMENT QUESTIONNAIRE

Please complete the following:

School _____ Site _____ SIE _____ Date _____ Position _____

Workshop Title _____ Presenter _____

Previous knowledge of content:

None_____Full
1 2 3 4 5 6 7 8

Based on your reactions to this training session, please circle the number that most closely represents your opinion.

1. To what extent did the training accomplish its purpose?

   Not at all_____Fully
   1 2 3 4 5

2. The information presented was:

   Not applicable_____Applicable
   1 2 3 4 5

3. The style of presentation was:

   Not interesting_____Interesting
   1 2 3 4 5

4. Opportunities to ask questions and express ideas were:

   Insufficient_____Sufficient
   1 2 3 4 5

5. As a result of this workshop, your current knowledge of content:

   None_____Full
   1 2 3 4 5

6. Would you like additional information on any area? _____

7. If so, what kind? _____

8. Comments and/or suggestions? _____

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APPENDIX C

Likert Scales

STUDENT ATTITUDE QUESTIONNAIRE

(Vocational Aspirations)

SPRING 1994

Program: **Project CARES** 5 0 (1 2)

Fecha: _____ MES (3 4) DIA (5 6)

¿En qué grado está usted? _____ (7 8)

Instrucciones:	Por favor, escriba el número que mejor representa su opinión en los recuadros a la derecha.

1. ¿Cuánto aprendió usted acerca de diferentes empleos y carreras en el Proyecto CARES?

No aprendí nada — 1 2 3 4 5 — Aprendí mucho (9)

2. ¿Cree usted que el Proyecto CARES le ha hecho considerar una carrera en la cual no había pensado anteriormente?

No, no me ha hecho considerar carrera diferente — 1 2 3 4 5 — Sí, me ha hecho considerar seriamente una carrera diferente (10)

3. ¿Piensa usted que el participar en el proyecto CARES lo ha hecho más entusiasta acerca de la carrera que va a empezar?

No me ha entusiasmado — 1 2 3 4 5 — Me ha entusiasmado mucho (11)

Muchas gracias por completar este cuestionario.

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APPENDIX C

Likert Scales

STUDENT ATTITUDE QUESTIONNAIRE
(Vocational Aspirations)
SPRING 1994

Program: **Project CARES** [5][0] (1 2)

Date: _____ MONTH [ ][ ] (3 4) DAY [ ][ ] (5 6)

What grade are you in? _____ [ ][ ] (7 8)

Directions: Please write the numbers that show how you feel in the boxes on the right.

1. In Project CARES, how much did you learn about jobs and careers?

I didn't learn anything — 1 2 3 4 5 — I learned a lot [ ] (9)

2. Has Project CARES made you think about trying a career that you weren't thinking about before?

No, it has not made me think about a different career — 1 2 3 4 5 — Yes, it has made me think a lot about a different career [ ] (10)

3. Has participating in Project CARES made you enthusiastic about the career you plan to enter?

It hasn't made me enthusiastic — 1 2 3 4 5 — It has made me very enthusiastic [ ] (11)

Thank you for completing this form.